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| **EARLY CHILDHOOD EDUCATION INSTRUCTIONAL SPECIALIST** | | | |
| **Reports to:** | Child Development Center Director |  |  |
| **Dept:** | Career & Technical Education – Child Development | **Range:** | 19 |
| **FLSA:** | Nonexempt | **EEO:** | Professional/Nonfaculty |

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed by individual positions.*

### BASIC FUNCTION:

Under general direction, serve as lead teacher and plan and direct daily curriculum of culturally sensitive, developmentally appropriate activities for young children (18 months to 5 years); provide supervision of children at all times, ensuring their safety and well-being in compliance with all applicable regulations; provide student teacher and apprentice mentoring and serve as a model teacher for child development students; and perform related duties as assigned.

### ESSENTIAL DUTIES & RESPONSIBILITIES:

*The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.*

1. Plan, design and implement learning environments and a daily schedule of activities for young children that include attention to cognitive development, creative expression, physical-motor development, social and emotional development and multicultural experi­ences; work with assistant teachers and student teachers to ensure a continuous quality program.
2. Observe and evaluate assistant teacher, intern and student activities; serve as a role model for assistant teachers, interns, service learners and observers in demonstrating and provid­ing mentoring on developmentally appropriate methods and practices; monitor and provide feedback on the quality of interactions between apprentices and preschoolers.
3. Plan and supervise small to large groups of children in a variety of age and developmentally appropriate activities; coordinate activities both in the classroom and outdoor environment, being aware of safety factors and required adult-child ratios.
4. Provide written assessment and evaluation of children's growth and development; plan and conduct parent-teacher conferences.
5. Assist Center staff, interns and service learners in developing effective adult-child relation­ships; model constructive problem solving and assist in managing intra-staff or parent communication issues.
6. Provide instruction and assist children with hygiene procedures, such as hand washing, toileting and coughing, as necessary; observe and evaluate health needs of children and take appropriate action.
7. Plan and serve nutritionally balanced snacks; maintain all adult and child working areas in a safe, sanitary and orderly condition; repair and stock materials as needed.
8. Prepare instructional materials; maintain a variety of records; assist in ordering instructional supplies and equipment, taking inventory and preparing reports.

### OTHER DUTIES:

1. Operate a variety of equipment as necessary such as computers, projectors, laminating machines and kitchen appliances.
2. Attend staff and planning meetings and workshops; plan for own career growth and ongoing professional development.
3. Perform related duties as assigned.

### KNOWLEDGE AND ABILITIES:

### KNOWLEDGE OF:

1. Principles and practices of child growth and development.
2. Current concepts, strategies and best practices in inclusive early childhood care and education.
3. Developmentally appropriate and culturally-sensitive early childhood curriculum and associated development strategies.
4. National Association for the Education of Young Children (NAEYC) Code of Ethics.
5. State of California Title 5 and Title 22 licensing requirements and associated compli­ance requirements.
6. Health, safety and nutrition requirements of young children.
7. Methods of observing, recording and evaluating both child and adult behavior.
8. Principles and practices of student-teacher mentoring and staff supervision.
9. Written and oral communication skills including correct English usage, grammar, spelling, punctuation and vocabulary.

### ABILITY TO:

1. Develop and maintain effective relationships with children, 0-5 years of age.
2. Design, develop and implement developmentally appropriate, culturally sensitive and inclu­sive learning activities with young children.
3. Observe and reach sound conclusions regarding the skills and development of young children and apply these data skillfully and respectfully in providing feedback to apprentices and parents.
4. Meet schedules and timelines.
5. Analyze situations accurately and adopt effective courses of action.
6. Maintain records and prepare reports.
7. Train and provide work direction to others.
8. Work confidentially and with discretion.
9. Communicate effectively, both orally and in writing.
10. Operate a computer and standard business software.
11. Demonstrate sensitivity to and understanding of diverse academic, socioeconomic, cultural, ethnic and disability issues.
12. Establish and maintain effective working relationships with all those encountered in the course of work.

### EDUCATION AND EXPERIENCE:

Possession a Child Development Master Teacher Permit or higher issued by the California Commission on Teacher Credentialing (CTC) or a combination of education and experience that indicate eligibility for the Master Teacher Permit through either Option 1 or 2 below:

OPTION 1  Possession of all of the following:

a) 24 units of Early Childhood Education (ECE) or Child Development (CD) course work, including specific core courses;

b) 16 units of general education course work in specific areas;

c) 6 additional units in one area of specialization;

d) 2 additional units of adult supervision coursework;

e) 350 days of instructional experience in a child care and development program.

OR

OPTION 2  Possession of all of the following:

a) Any bachelor's degree or higher;

b) 12 units of ECE or CD course work;

c) 3 units of supervised field experience in an ECE or school-age setting.

### LICENSES AND OTHER REQUIREMENTS:

A valid California driver’s license and the ability to maintain insurability under the district’s vehicle insurance program.

Eligibility for a Child Development Master Teacher Permit issued by the State of California, Department of Social Services, Community Care Licensing Division.

Pediatric CPR and First Aid Certificates, which can be obtained once employed.

**WORK DIRECTION, LEAD AND SUPERVISORY RESPONSIBILITIES:**

Student interns, student teachers, student workers, assistant teachers, campus aides and substitute teaching staff.

**CONTACTS:**

Program children and families, student teachers, student workers/campus aides and child development program students; liaison across program classrooms with teaching staff.

**PHYSICAL EFFORT:**

*The physical efforts described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Moderate physical effort with frequent to constant standing and walking for extended periods; frequent bending, kneeling and stooping; walking over rough or uneven surfaces; frequent lifting, carrying, pushing and pulling of equipment, objects and/or children weighing up to 35 pounds; ability to work at a computer, including repetitive use of a computer keyboard, mouse or other control devices; ability to travel to and from a variety of locations on and off campus as needed to conduct district business.

**EMOTIONAL EFFORT:**

Ability to develop and maintain effective working relationships involving appropriate interactions and communications (including negotiations and conflict resolution) personally, by phone and in writing on a regular, ongoing basis with a variety of individuals and/or groups from diverse backgrounds including children; ability to work effectively on a variety of tasks concurrently while meeting established deadlines and changing priorities; ability to respond appropriately to emer­gency situations on an as-needed basis.

**WORKING CONDITIONS:**

Primarily works in outdoor/indoor Children's Center environment; intermittent exposure to hazardous materials such as blood-borne pathogens, bacteria, viruses and other substances that may require use of protective gloves; subject to constant personal contact with and interruption by students and children; majority of assignment worked during standard work hours.